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ABSTRACT

This paper traces the development of adult vocational education in New Brunswick from its beginning in 1918 to the present. Highlights summarize the adult vocational history before confederation and to World War I, when the first Vocational Education Act was passed in 1918. The paper then summarizes the events of World War I and the Depression years, World War II and the post-war years, and the 1960s to the present. A comparison of the 75 years shows that in 1918, 1,434 students were served, whereas in 1989, the number was more than 46,000. Courses increased from 26 to 162, and the number of full- or part-time teachers increased about 25 times. The budget went from $26,056 in 1918 to more than $88 million in 1989. The paper concludes that the pioneers of adult vocational education were strong, forward-looking persons who saw its potential and were determined to realize it. Early legislation and programs were sufficiently broad and flexible to allow the service to grow and adapt to changing circumstances as more resources became available, training needs changed, and technology offered varied delivery systems. Finally, the paper states that funding has been and will continue to be a challenge for adult vocational education and that delivery methods for adult programs will grow with new technology to meet future needs. (KC)

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HISTORY OF ADULT

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IN NEW BRUNSWICK

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INTRODUCTION

Adult vocational education in New Brunswick has amply realized the aims of its founders. As it nears its seventy- fifth anniversary, the service has been building continuously and progressively on a firm foundation.

The framers of the first Vocational Education Act of 1918 would be proud. They pledged to:

> ...bring some form of a Vocational Education Service within the reach of every citizen over 14 years of age, who is not availing himself of the general education program which has long been provided (First Report of the Vocational Education Board, 1919, p.5).

A comprehensive vocational education program would be provided through a variety of delivery systems.

A few comparative statistics will show at a glance the dramatic growth in adult vocational education in New Brunswick over the past seventy one years.

	1918	1989
Budget	$26 056	$88 361 000
Students	1434	46 000+
Instructors	60	490 permanent 1,000 casual
Courses/Programs	26	162
Centres	7	150+

This paper will trace the development of adult vocational education in New Brunswick from its optimistic birth to its current confident maturity. The record is rich in detail; only the highlights can be provided.

HIGHLIGHTS IN THE HISTORY OF ADULT VOCATIONAL EDUCATION IN NEW BRUNSWICK

Before Confederation

Adult vocational education in New Brunswick is a distinctly twentieth century development. The great educational development of the nineteenth century was the establishment of free public education supported by public taxation. This came about in 1871 with the passage of the Common Schools Act. It laid the foundation for a universal system of education enabling students to obtain an elementary education and, eventually, a secondary one.

Attempts were made to bring a measure of general, social and cultural education to the working adult. A Mechanics Institute was established in Saint John in 1839 under provincial charter. The Institutes had originated in Great Britain in the 1820's as a way of bringing educational enlightenment to the working classes through public lectures. Mac Naughton (1947) has commented on the Institutes in New Brunswick:

> The movement met with great enthusiasm, but we are told it is doubtful if the Institutes always attracted the people for whom they were intended (p.104).

The founders of the Institutes had good intentions. However, the working classes lacked the basic education to benefit from the lectures and the fees for participation were beyond their means. Modelled on the Saint John initiative Institutes were set up in several communities including Woodstock, Chatham and Dorchester. By 1890, however, they had all lapsed or become literary, temperance or social clubs.

Confederation to World War One

The passage of the Common Schools Act in 1871 did not bring the benefits of free, public education to New Brunswick immediately. Considerable effort and time were required in most parts of the province to persuade citizens of the advantages of tax supported schools. In undertaking this arduous task the

province was fortunate in having outstanding leaders as Chief Superintendents of Education throughout the period. People such as Theodore H. Rand, James R. Inch and W.S. Carter zealously and effectively promoted the cause of public education.

Particular mention must be made of Fletcher Peacock of Chapman's Corner, Westmorland County, who deserves to be called the architect of modern education in New Brunswick including adult vocational. From the time of his appointment as Director of Manual Training and Household Science in 1911 until his death as Chief Superintendent of Education in 1949 Peacock fought constantly and, usually, successfully for a comprehensive education program in New Brunswick - one that was available to the individual from the beginning of school to the end of his/her life. For that thirty-eight year period Peacock was a dominating and positive force in New Brunswick education. [Peacock was also prominent on the national education scene through active membership in the Canadian Education Association and the Canadian Association for Adult Education.] He, more than any other individual, laid the foundations on which the New Brunswick system of education is based, including adult vocational education.

At the beginning of the twentieth century New Brunswick was still largely rural although industrialization was beginning to come. With it, interest in vocational education was beginning to come as well. The Annual Report for the Schools of New Brunswick for 1898-99 contained a proposal (p.56) by the then premier, Honourable H.R. Emmerson, to establish a technical school for the three Maritime Provinces. However, the idea was ahead of its time. The 1899-1900 Report recorded the appointment of a manual training teacher as well as an assistant at the Provincial Normal School. Rural school consolidation and manual training in the public schools of the province were tried in the early years of the century through the generosity of the philanthropist, Sir William Macdonald.

The first call for evening classes for workers was made in the 1900-01 Annual Report. The Chief Superintendent, Dr. James Inch, wrote that such classes would be a boon to the young adults working on farms:

> ....what the young lad working on the farm, saw during the day with his uninstructed eye, could be explained to him in such a way as to awaken new interest in his work, and greatly increase his ability for enjoying it and carrying it on as well (p.6).

In 1911 Fletcher Peacock was appointed Director of Manual Training and Household Science. With that appointment the story of adult vocational education in New Brunswick really begins. Peacock was an exceptionally energetic, far-sighted and articulate spokesman for vocational education.

In closing his first report as Director in 1912 Peacock had a word to say about evening schools:

> These have been organized to good effect in practically every province except our own... The excellent school plants of the various centres ...might easily be utilized to accommodate such schools... They can be organized without great expense except for teaching. These evening schools can be made to serve that great body of young people who of necessity or otherwise left school early, but who [are] now at work earning a living...many would gladly attend an evening school...advancing the standard of our citizenship (Annual Report of the Schools of New Brunswick, 1911-12, p.159).

No time was lost in getting such a school going. The 1912-13 Annual Report described an evening industrial school in Saint John which was operated during the winter months with a grant given by the province. Courses were offered in mechanical drawing and commercial work. There was a problem of securing competent teachers. To meet this challenge Peacock organized summer schools for the training of vocational teachers beginning in 1919. However, training vocational educational teachers continued to be a problem until a comprehensive program was put in place in the late 1940's.

World War One and Depression Years

The cataclysmic events of World War One, including the great influenza epidemic of 1918-19, did not slow down the calls for vocational education in New Brunswick. Peacock had an ally in a neighbour, Fred Magee of Port Elgin, who happened to be a member of the provincial legislature. In 1917 Magee was instrumental in having the Legislature appoint a citizens committee to look into vocational education in the province and to present its report at the 1918 session. The sum of $2500 was authorized to defray the expenses of the committee. The committee had seven members including Father Fred Tessier of St. Joseph's College, Memramcook; Fred Magee as chairman and Fletcher Peacock as secretary.

The committee's report and recommendations were presented to the Legislature in April, 1918. Losing no time, the Legislature passed New Brunswick's first Vocational Education Act in the same month. The Act established vocational education as part of the provincial education system, providing for its financial support on a fifty/fifty basis between the province and the communities offering the program. A Provincial Vocational Education Board was set up to administer the service at the provincial level while each interested community was to have a representative Vocational Committee involving the local School Board. Vocational facilities and programs were to be developed based on an extensive needs survey. Magee was named first chairman of the Provincial Board; Father Tessier was a member and Fletcher Peacock was named Secretary and Director.

The Vocational Education Act defined vocational education as preparation for "useful employment" (First Annual Report of New Brunswick Vocational Education Board, 1919, p.4). The Board interpreted this to have a social and personal dimension as well as vocational. The Board proposed to reach its objectives through a varied system of institutions. Day schools were to be established for those 14 -25 years of age. They would also serve as evening schools for those over 16. In addition to day schools locations were to be found for part-time courses where during working hours employees could arrange to study technical and citizenship subjects. Itinerant classes would enable teachers and equipment to bring technical knowledge to the smallest communities through short intensive courses. Finally, a correspondence school would be developed to bring vocational knowledge to those individuals living in isolated circumstances.

The plan for the vocational education program was an ambitious, far-sighted and flexible one. Over time, it has been largely implemented although some of the components were slow to develop while others underwent adaptation or were phased out. The plan envisioned a comprehensive provincial service.

The 1920's was a productive period in New Brunswick vocational education. The passage of the Technical Education Act by the federal parliament in 1919 gave an impetus to vocational schools and programs. The Act was to spend ten million dollars over a ten year life, with expenditures shared between the federal government and the provinces.

With federal and provincial support available, several communities in the province implemented successful vocational education programs. In the first year of operation 1434 students took 26 night school subjects ranging from commercial arithmetic to industrial chemistry. At the same time private philanthropy was at work. With funds given by Mr.L.P. Fisher, the Carleton County Vocational School was opened in 1919 offering day and evening classes in agriculture, business and home economics. It later became the Woodstock Campus of the New Brunswick Community College in 1974.

The Vocational Board's Second Report in 1920 recorded seven communities with Vocational Committees offering night school. In the same year itinerant classes on the short gas engine were given to 265 people in eleven communities. As imaginative and innovative as they were, these classes came to an end a few years later. Finding suitable locations was difficult and expensive machinery did not travel well. They were replaced by short term courses in the new composite and vocational schools that were being built. The first night school in a rural community was established in the Little Branch and Black River Bridge areas of Northumberland County. The Report concluded by stating: "The movement is really on the march (p.11)". Imagination and foresight were also applied in determining the establishment of new vocational schools. Very complete needs surveys were undertaken to determine community educational requirements. Fredericton, Edmunston, Milltown, Moncton and Saint John benefitted from such surveys. To Edmunston goes the honour of building the first composite school in the province. Opened in 1922, it (Cormier School) offered a program of academic, business, home economics and industrial courses to both day and evening students. Beginning in 1928, in cooperation with the Fraser Company, Edmunston operated for a time a pulp and paper school for mill employees.

In 1926 Fletcher Peacock resigned as the first Director of Vocational Education to become the first Director of the Saint John Vocational School. The work was ably carried on by his successor W. K. Tibert. In looking back over the ten years vocational education had been in the province, the 1930 Vocational Board Report found much progress made with vocational education becoming a vital part of the overall educational system. It looked forward to the next decade with considerable optimism.

Unfortunately, the next decade was the 1930's, a time of economic depression. In the early years of the decade there was little growth in adult vocational education. Indeed, communities were fortunate to maintain the services they had. Enrollments in adult courses declined because people did not have any money to pay the small tuition required.

By 1936, however, activity was beginning to pick up again. Night school classes were increasing and communities which had not previously offered them; eg., Dalhousie, Minto and St. Stephen were beginning to do so. Short term courses in engine operation, including diesel, were being given to adults in Saint John, Fredericton and Edmunston. In 1936 the Department of Education was created with Honourable A.P. Patterson as the first minister. Dr. Fletcher Peacock was brought into the Department as Director of Educational Services.

Under the Dominion Provincial Youth Training Program, short courses were given in agriculture, forestry and fisheries related mechanics. Ten locations were spread around the province including Grand Manan in the south and

Jaquet River in the north. Just as the depression era appeared to be coming to an end, World War Two burst upon the scene. The Youth Training Program became part of the training program for the armed services and wartime industries.

World War Two and Post War Years

While World War Two upset the lives of many people in New Brunswick, as elsewhere, there is no doubt it stimulated the growth of vocational education at all levels. New Brunswick responded well to the expanded need for adult vocational education required by the war effort. When training courses were organized in the early years of the War for the armed services and war industries, the industrial departments of vocational and composite schools were made available by local Vocational Education Committees. Many operated around the clock.

The pressures for vocational training became even greater at the end of the War with the federal Veterans Rehabilitation Program. Vocational Education Centres were established for the purpose. The first Centre in the Province was set up in Edmunston in a building supplied by the City. Others were set up in Moncton, Saint John and Fredericton. The Moncton Centre was taken over by the province in 1948 as the New Brunswick Institute of Technology and eventually became the Moncton Campus of the New Brunswick Community College. It became the polytechnical institute envisioned in the First Report of the Vocational Education Board (1919, p.8).

Evening classes increased greatly in enrollment during the early years of the War in response to the need for educated human resources. One of the most dramatic increases was in Madawaska County where under the leadership of County School Inspector Blanchard over 1300 people received basic education in ninety centres in 1941.

By 1945 the number of composite schools, offering both academic and vocational programs had grown to fifteen. Most offered evening as well as day classes. With the stimulus of the federal-provincial agreements under the Vocational Training Act of 1942, however, the number of such schools was to increase greatly over the next decade to fifty three by 1955. Of these, eighteen were urban and thirty five were rural. This development made both day and evening classes available to many more people. The statistics for 1955 reveal 5 363 in adult evening classes and 597 in apprenticeship and part-time training. The leadership for the composite school system and the rural district consolidations on which it was based came from Dr. Fletcher

Peacock who became Chief Superintendent of Schools in 1945. He died unexpectedly in 1949.

In addition to the extensive network of composite schools other approaches to adult vocational education were becoming available. Recognizing the need for skilled workers to fight the war successfully, the Apprenticeship Training Agreement was entered into between the federal and provincial governments in 1944. Through cooperation with local industry New Brunswick established training centres in Saint John, Bathurst, Moncton and Fredericton. Although education by correspondence was part of the vocational education plan in 1918, it did not become a reality until 1940. For many years it was used primarily for academic upgrading. Now, as Distance Education, it has become an integral part of adult vocational education administered from the nine campuses of the New Brunswick Community College system.

In 1950, ill health forced the retirement of Dr. W. K. Tibert as Director of Vocational Education. He was succeeded by the Assistant Director, J. Willard McNutt.

By the mid 1950's, New Brunswick had an extensive adult vocational system in place. N.B.I.T. was offering programs in technology, pre-employment and apprenticeship to over 400 trainees each year. The province was fairly well covered with composite high schools providing a wide range of programs in the evening as well as the day. It has been called the era of the "lighted school house." As much progress as had been made in the province, however, more was to come.

Adult Vocational Education Comes of Age

Canada and New Brunswick did not escape the effects of the dramatic launching of the Russian space satellite in 1957 or of the growing economic competition in the international marketplace. To give Canada a more highly trained workforce, the federal parliament passed the Technical and Vocational Training Assistance Act in 1961. It was the catalyst that greatly expanded opportunities for adult learning in all provinces.

New Brunswick took full advantage of the agreements under the Act. An Institute of Technology was constructed in Saint John in 1963 and in the same year trade schools were built in Bathurst and St. Andrews. Edmunston's trade school came on line in 1965. These four additional facilities increased the capacity for adult training from about 400 students a year (at Moncton) to about 3500. A few years later new trade schools were located at

Campbellton and Grand Sault. Bathurst and Moncton were enlarged several times during this period.

The Technical and Vocational Training Assistance Act of 1961 was succeeded by the Adult Occupational Training Act of 1967. It attempted to provide vocational training to a wide range of employment needs: from technology to the unemployed.

At the same time that there was greater emphasis on adult vocational training, the administration of vocational education in the Province was undergoing changes. In 1966 Mr. J. Willard McNutt retired as Director and was succeeded by the Assistant Director, Mr. W.B. Thompson. With the coming of the Equal Opportunity Program in 1966-67, the Vocational Education Board ceased operation on December 31, 1966. Its staff became the Vocational Education Branch of the Department of Education. Local Vocational Committees had been closed out in 1960.

Enrollment in night schools continued to increase with the number reaching 16 000 in 125 locations by 1967. To ease the administration burden responsibility for them was turned over to the local school boards. With the support of the Adult Occupational Training Act full-time day classes in adult basic education were launched. The first report of the Supervisor of Adult Education appeared in 1970 recording a total of 1420 adults enrolled. An additional 5000 adults were involved in part-time basic education.

The Technical and Vocational Training Assistance Act was instrumental in generating the Community College movement in Canada during the 1960's. It was seen as an alternative and supplement to universities as a way of offering adults a second chance at education and training. The New Brunswick Community College came into being on April 1, 1974. It was set up by a legislature act as a body corporate with a board of governors and a permanent chairman. To keep the College informed of community training needs the Province was divided into five regions each with a citizens advisory board.

The story of the New Brunswick Community College for the past fifteen years is one of continuous growth as it has sought to balance the demands of a bilingual population for more education and training with finite resources. In seeking to maintain this balance, the College has worked closely with the federal government through training agreements and has adapted its organization from time to carry out its mandate.

To better serve the French-speaking population of the Province, the College de Bathurst was acquired in 1975 and over an eight year period transformed into a modern Francophone centre of technology education. Beginning in the same year, the Community College began to implement the modular approach to instruction allowing the individual to move ahead in subjects at

his/her pace. This approach has grown steadily over the years allowing for continuous intake into and completion of College courses. A distinctive College logo and official campus names were adopted in 1977. The 1977 Annual Report recorded that over fifty thousand people had been provided education and training in the three years of operation.

In an effort to assess the nature of its growth and to give that growth a definitive direction for a five year period, 1978-83, the Board of Governors approved an internal study in 1977. The Quinquennial Plan, completed the following year, made several recommendations. They sought to apply planning and structure to a dynamic organization so that adult education and training could be brought to the citizens of a bilingual province in a cost efficient way. Each of the College campuses was to have a language designation and to undertake an area of specialization while providing basic services to its communities.

To improve communication within and without the College system, the corporate structure gave way in 1980 to a modified departmental one with the creation of the Department of Continuing Education. Regional Advisory Boards were retained.

Still the demand for adult vocational education continued. In 1982 the College gained two campuses on the Miramichi and in the Sud-Est (Dieppe). In 1984 a gleaming new campus in Woodstock was opened offering for the first time a two year course in agricultural technology and New Brunswick's first college level Communication Arts program. Hospitality training programs were introduced in Edmunston and St. Andrews in 1982 following the successful use of mobile training units. Second language courses grew in number.

With the passage of the National Training Act, 1982, adult vocational education in New Brunswick faced further challenges and opportunities. Particular attention was to be given to gearing up for more high technology training required by the changing job market. CAD/CAM technologies were introduced in both official languages. A heavy investment in high technology equipment was made in the Bathurst, Moncton and Saint John campuses. At the same time greater attention was to be given to the training needs of previously underserved groups in our society: women, natives and the handicapped . Non-traditional occupations were to be stressed.

To bring adult vocational education into a closer relationship with government planning and policy, the administrative structure under went a further change in 1983. The Department of Community Colleges was created. The Regional Advisory Boards were abolished and replaced by campus advisory committees. At the same time additional resources were given to the Department so it could give stronger support to local volunteer literacy councils.

Responding to the requirements of the National Training Act which sought to broaden the training base for workers, by 1983-84 the College's greatest growth was in contract training. Over the past decade more and more training has been provided off campus on a short term basis. Adult vocational education is becoming more entrepreneurial.

In 1984-85 the responsibility for Distance Education was transferred completely from the Central Office to the ten College Campuses with Dieppe and Moncton acting as resource centres. This has made it possible to regionalize Distance Education services and to expand them to include the following: counselling, local correction of course assignments, tutoring when needed and use of resource centres. This development has realized the aim expressed in the Sixth Annual Report (1924) that to overcome the discouragement of isolated study by correspondence, its combination with an itinerant teacher would be of great assistance to the student (p.22).

The final move to complete departmental status for adult vocational education came in 1985 with the establishment of the Department of Advanced Education and Training. The Department has a mandate for:

> ....providing human resource development opportunities to New Brunswickers. This entails offering, coordinating or assigning to others all publicly supported education and training programs designed to serve the adults of New Brunswick (Departmental Mission Statement).

This mandate has come to include universities, schools of nursing, the Caraquet Fisheries School, the New Brunswick Craft School and the Provincial Language School. In 1985, also, the Department became responsible for The General Educational Development Program (GED).

While the Grand Sault campus was closed out in 1986, a splendid new facility was opened at Dieppe in 1987. In 1986 the Department became responsible for all labour market matters for the provincial government including negotiations with the federal government, apprenticeship and equity programs. Second language training, management training for administrators and supervisors became an increasingly significant part of the Department's program.

Since its beginning with the Vocational Education Act of 1918 adult vocational education has come of age - not seventy one years old, but seventy one years young. The activities associated with the service vibrate with the dynamism of youth rather than the slower pace of age. The service is delivered through a host of flexible arrangements:

- educational upgrading
- vocational, literacy and language training
- management education
- apprenticeship and trades certification
- distance education
- contract training for employees and employers

Time tabling for the arrangements is designed to meet the needs of the clients involving full-time, part-time, day- time, night-time and correspondence study. Over seventy percent of current students study part-time.

The work of adult vocational education is guided by the Department of Advanced Education and Training and coordinated by the nine campuses of the New Brunswick Community College system:

Edmunston	Moncton
Bathurst	Saint John
Campbellton	St. Andrews
Miramichi	Woodstock
Dieppe	

Such an arrangement allows all communities in the Province to be served.

Summary, Issues and Conclusion

The pioneers of adult vocational education were strong, forward-looking and clear-headed individuals who saw its potential and were determined to realize it. Early legislation and programs were sufficiently broad and flexible to allow the service to grow and to adapt to changing circumstances as more resources became available, training needs changed and technology offered varied delivery systems.

Throughout its history, adult vocational education in New Brunswick has been well served by its leaders. They have been committed to its cause: enabling adults to receive training to become productive and worthy citizens.

Funding such an essential public service has been, and will continue to be a challenge. Clarifying the challenges and opportunities in the concept of lifelong learning will also continue to be an issue. As learning becomes increasingly individualized, consideration of delivery systems will become paramount. Applications of computer-based learning will grow. Learning will take place where ever the learner happens to be.

Adult vocational education has made remarkable progress in its seventy one years in the Province. Despite this progress it is unlikely a service that attracts an ever increasing number of clients will be content with its achievements. The past is but a door opening to an even more demanding and rewarding future.

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In addition, I am most grateful to J. Willard McNutt, Retired Director of Vocational Education, Province of New Brunswick, 1950-1966, for access to his papers on vocational education in New Brunswick for the years 1900 to 1973.